



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Model Salary Schedule

"It's time to recognize and reward our best teachers and principals for the tremendous dedication and compassion they demonstrate each day as they educate our most important Hoosiers."

– Dr. Tony Bennett

September 2011

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I. Compensation Guidance

The Indiana Department of Education (IDOE) recognizes that the effectiveness of a classroom teacher is the single most important school-level influence on student academic achievement and believes that teacher evaluation and compensation policies and practices should be aligned with teacher effectiveness.

Public Law 90-2011 (Senate Enrolled Act 1) and Public Law 48-2011 (Senate Enrolled Act 575) enacted by the 2011 Indiana General Assembly establish the following requirements and conditions for the determination of teacher salaries and teacher salary increases. P.L. 48-2011 establishes salary, wages and wage-related fringe benefits as mandatory subjects of collective bargaining.

Each of these public laws will be incorporated into the Indiana Code (I.C.), the comprehensive compendium of all Indiana law. Each new law amends many sections of the current law or adds new sections to the law.

SEA 1	Public Law 90-2011	I.C. 20-28-9-1	Compensation
		I.C. 20-28-11.5	Staff Performance Evaluation
SEA 575	Public Law 48-2011	I.C. 20-29-6-16	Increments contingent on contract settlement

Beginning Salary

P.L. 90-2011 eliminates the requirement that a teacher's minimum salary each school year must be based on "education, experience and degree completed." There are no longer any requirements regarding the basis of a teacher's beginning salary with a school corporation.

Because P.L. 48-2011 requires that "salary" is a mandatory subject of collective bargaining, a teacher's beginning salary with a school corporation must be negotiated by the school employer and the exclusive representative.

Salary Decrease

P.L. 90-2011 states that a school corporation may not decrease the salary of any teacher below the salary the teacher was earning on or before July 1, 2012 "solely to conform to the new salary schedule." The salary a teacher was earning on or before July 1, 2012 cannot be decreased based on evaluation ratings. Salary decreases resulting from changes in a teacher's number of days employed, number of hours employed, assigned responsibilities, or collectively bargained salary schedule changes other than "solely to conform to the new salary schedule" are allowable.

Salary Increase or Increment

P.L. 90-2011 (I.C. 20-28-9-1) states that on or after July 1, 2012 or upon the expiration of a collective bargaining agreement in existence on July 1, 2011 “increases or increments in a local salary scale” must be based on a combination of the following factors:

1. The number of years of a teacher’s experience
2. The attainment of additional content area credits or degrees
[The combination of these two factors (i.e. #1 and #2) may account for no more than 33% of the calculation to determine a teacher’s increase or increment]
3. Teacher evaluation results conducted under IC 20-28-11.5
4. The assignment of instructional leadership roles, including conducting evaluations
5. The academic needs of the students in the school corporation

Combination of Salary Increase or Increment Factors

P.L. 90-2011 (I.C. 20-28-9-1) states that increases or increments in a local salary scale must be based on a “combination” of the following factors. A “combination” is commonly understood to be two or more factors. The school employer and the exclusive representative may agree to the numerical value of any of the statutory salary increase or increment factors.

Statutory Ranges of Factors to Determine Salary Increases or Increments

The salary increase or increment factors specified by P.L 90-2011 (I.C. 20-28-9-1) result in the following ranges for the value of the factors to determine a salary increase or increment:

0% to 33%	Year of experience minus the factor for content area degree
0% to 33%	Content area degree minus the factor for year of experience [The combination of these two factors may account for no more than 33% of the calculation used to determine a teacher’s increase or increment.]
0% to 100%	Evaluation results
0% to 100%	Instructional leadership
0% to 100%	Academic needs of the students

Teacher Evaluation Results

P.L. 90-2011 (I.C. 20-28-11.5) requires that each school corporation implement a staff performance evaluation plan that yields for each certificated employee an annual rating in one of the following categories:

- Highly effective
- Effective
- Improvement necessary
- Ineffective

Instructional Leadership Roles

An “instructional leadership role” should require a teacher to perform duties or conduct activities of instructional value to other educators in the school on a sustained basis. P.L. 90-2011 (I.C. 20-28-9-1) states that responsibility for conducting teacher evaluations may be an instructional leadership role.

Academic Needs of the Students in the School Corporation

The “academic needs of the students in the school corporation” should be conduct of or participation in activities or duties of unique or specific academic value to the students in the school corporation, and that conduct or participation should occur on a sustained basis.

Increase in base salary or annual stipend

P.L. 90-2011 (I.C. 20-28-9-1) does not include any provisions regarding salary increases or increments as increases in a teacher’s base salary or as annual stipends. All or part of an increase in a teacher’s base salary may be a permanent increase in the base salary or an annual stipend. Approaches permissible under law include the following:

- **Complete Base Salary Increase:** All of a teacher’s salary increase received in a given year is factored into the teacher’s base salary. As such, the teacher will not receive less than the base salary regardless of changes in effectiveness, instructional leadership positions held, and/or ability to meet the academic needs of the students in the corporation.
- **Partial Base Salary Increase:** A portion of a teacher’s salary increase received in a given year is factored into the teacher’s base salary. As such, a teacher’s salary may decrease from one year to the next if there is a change in the teacher’s effectiveness, instructional leadership positions held, and/or ability to meet the academic needs of the students in the corporation.
- **Complete Annual Stipend Increase:** None of a teacher’s salary increase received in a given year is factored into the teacher’s base salary. As such, the teacher’s salary will vary based on changes in effectiveness, instructional leadership positions held, and/or ability to meet the academic needs of the students in the corporation.

No Salary Raise or Increment

P.L. 90-2011 (I.C. 28-9-1) states that a teacher rated “ineffective” or “improvement necessary” may not receive a salary increase or increment. A teacher rated “ineffective” is entitled to a conference with the superintendent or superintendent’s designee. Salary increases for teachers rated “ineffective” or “improvement necessary” are not permissible regardless of the local approach to determining increases in base salaries. For example, a corporation that allocates salary stipends to teachers rated “effective” or “highly effective” may not increase the base salary of a teacher rated as “ineffective” or “improvement necessary.”

Noncompliance

P.L. 90-2011 (I.C. 20-28-9-1) requires a school corporation to submit its local salary schedule to the IDOE. IDOE will report any noncompliance with state law to the State Board of Education (SBOE). The SBOE will take appropriate actions against school corporations that fail to comply with this requirement.

II. State Model Description

Model Salary Schedule

P.L. 90-2011 (I.C. 28-9-1) requires IDOE to publish by January 31, 2012 a model salary schedule that any school corporation may adopt. A model salary schedule and accompanying manual is available for download on the IDOE website.

Indiana's teacher quality compensation law is unique because of the limited, but explicit, statutory requirements and the high degree of flexibility through the collective bargaining process for a school corporation and the exclusive representative to mutually agree on compensation practices that address local circumstances and needs.

IDOE will maintain a Teacher Quality Compensation section on the IDOE website that will include the following:

1. The state's model salary schedule and accompanying manual.
2. Links to references and examples pertaining to other professional pay systems.
3. Other best practices, including examples of professional pay systems utilized in Indiana, and resources for implementing compensation models.

The IDOE model salary schedule and method presume that the following items are determined through the collective bargaining process:

- Beginning salary
- Determination of the factor(s) to be used to determine salary increases or increments
- Determination of the weight or amount of each factor
- Determination of salary increases or increments for instructional leadership responsibilities
- Determination of salary increases or increments for conduct of or participation in activities to address the academic needs of students in the school corporation
- Determination of the inclusion of salary increases and increments in the base salary or as an annual stipend
- Adoption of the state salary schedule model

Staff performance evaluations must comply with I.C. 20-28-11.5. IDOE has developed and made available a model staff performance evaluation plan (see the IDOE website).

Examples of instructional leadership responsibilities include the following:

- Teacher evaluator
- Mentor teacher
- Master teachers [System for Teacher and Student Advancement (TAP)]
- Teacher assistance and review team member [Peer Assistance and Teacher Evaluation Review System (PAR)]
- Curriculum leader (math; language arts)
- Instructional leader (remediation; dual credit)

Examples of activities related to the academic needs of the students in the school corporation include the following:

- Teaching in a curriculum shortage area
- Teaching in a low-performing school
- Participating in or conducting activities to address needs identified in a school's improvement plan
- Participating in or conducting activities to address a state curriculum or graduation requirement
- Serving as a parent and community stakeholder liaison
- Serving as a before and/or after school program leader

Steps to determine salary increases or increments in the IDOE model method are as follows:

1. Decide which salary schedule factors will be utilized.
2. Determine the percentage or the dollar amount to be applied to each factor.
3. Determine each teacher's total salary increase index by adding the percentage or dollar amount applied to each factor.
4. Exclude teachers rated "improvement necessary" or "ineffective."
5. Add the total salary increase indices for all teachers rated "highly effective" or "effective" to establish a school corporation total salary increase index.
6. Determine each eligible teacher's salary increase share by dividing each teacher's total salary increase index by the school corporation's total salary increase index.

7. Multiply each teacher's salary increase share by the amount of money available for salary increases or by an unknown constant representing the total amount of money eventually determined to be allocated for salary increases.

Terms

Salary increase or increment factors:

- The number of years of a teacher's experience.
- The attainment of additional content area credits or degrees.
- Teacher evaluation results.
- The assignment of instructional leadership roles, including conducting evaluations.
- The academic needs of the students in the school corporation.

Salary increase or increment factor percentages (dollar amounts or numeric values could be applied):

1. 0% to 33% Years of experience minus the factor for content area degree
2. 0% to 33% Content area degree minus the factor for years of experience
[The combination of these two factors (i.e. #1 and #2) may account for no more than 33% of the calculation to determine a teacher's increase or increment]
3. 0% to 100% Evaluation results
4. 0% to 100% Instructional leadership
5. 0% to 100% Academic needs of the students

Teacher's total salary increase index: the sum of all the percentages, amounts, or values applied to each salary increase or increment factor. For example,

FACTOR	PERCENTAGE	AMOUNT	VALUE
Additional year of experience	20%	\$200	.2
Additional content area credits	13%	\$130	.13
Evaluation results	50%	\$500	.50
Instructional leadership responsibilities	10%	\$100	.10
Activities to address the academic needs of the students	7%	\$70	.07
Teacher's total salary increase index	100%	\$1,000	1

Above percentages, amounts, and values are provided as an example.

Note: The combination of percentages could be allowed to exceed 100%.

School corporation total salary increase index percentage, amounts, or values: the sum of all of the salary increase index percentages, amounts, or values for all eligible teachers. For example,

	Salary Increase %		
	Teacher A	Teacher B	Teacher C
Additional year	20%	20%	20%
Additional credits	13%	N/A	13%
Highly effective/effective	50%	40%	0%
Instructional leadership	N/A	10%	10%
<u>Academic needs of students</u>	<u>7%</u>	<u>N/A</u>	<u>7%</u>
Teacher's total salary increase index percentage	90%	70%	0%
			(not eligible)

School corporation total salary increase index percentage:

Teacher A	90% [.9]
Teacher B	70% [.7]
<u>Teacher C</u>	<u>0% [0]</u>
School corporation total salary increase index percentage:	160% [1.6]

Eligible teacher's salary increase share: an individual teacher's share of the total amount of funds for salary increases. For example,

	Teacher's Total Salary Increase Index	School Corporation's Total Salary Increase Index	Teacher's Salary Increase Share
Teacher A	.9	1.6	$.9/1.6 = .56$ (56%)
Teacher B	.7	1.6	$.7/1.6 = .44$ (44%)
Teacher C	0	1.6	$0/1.6 = 0$ (0%)

Eligible teacher's salary increase: amount of salary increase allocated to each teacher based on each teacher's salary increase share. For example,

	Teacher's Salary Increase share	Total Allocation for Salary Increases [Assume \$2000]	Teacher's Salary Increase
Teacher A	.56	\$2,000	\$1,120
Teacher B	.44	\$2,000	\$ 880

Teacher C	0	\$2,000	\$ 0
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Above percentages, amounts, and values are provided as an example.

Note: Dollar amounts or values could be utilized instead of percentages.

IDOE Recommendations Regarding Salary Increases or Increments

The factor for teacher evaluation results should be the greatest factor.

The factor for being a highly effective teacher should be greater than the factor for being an effective teacher.

For example,

Additional years/degrees:	0% - 33%
Teacher evaluation results:	
Highly effective	50% - 100%
Effective	40% - 90%
Instructional leadership	10% - 30%
Academic needs of the students	7% - 20%

Individual teacher salary increase shares should be allowed to exceed 1.0 (100%) so a highly effective teacher who assumes an instructional leadership role in a low-performing school and conducts activities to address the specific academic needs of the students in the school should receive the maximum possible salary increase.

Individual teacher salary increases over time should be determined by a partial base salary increase.

Salary Schedule Model Program

Pursuant to P.L. 90-2011 (I.C. 28-9-1), IDOE must publish a model salary schedule program that could be adopted by any local school corporation. Notably, P.L. 90-2011 (I.C. 20-28-9-1) provides some flexibility by not mandating a specific approach to developing salary schedule programs. As such, local school corporations will need to make a number of program design decisions. For the purposes of IDOE's model salary schedule program, this flexibility necessitated a design that is statutorily permissible, though not mandatory. This model represents just one possibility. It meets the legal requirements established by P.L. 90-2011 (I.C. 28-9-1) and reflects decisions based on the aforementioned recommendations.

Approach

The IDOE model salary schedule program includes a combination of all four salary increase factors allowed under P.L. 90-2011 (I.C. 28-9-1). The IDOE model reflects the conceptual approach to weighing factors, determining individual salary increase indices and total salary increase indices, and calculating a ratio to determine total individual salary share as previously described in this document.

Practically, the IDOE model combines the aforementioned dynamic weighting approach for the teacher effectiveness factor and the teacher experience factor with a static approach for determining the instructional leadership factor and the ability to meet the academic needs of the students in the corporation factor. As such, this hybrid approach computes individual salary share based on *effectiveness* and *experience* and assigns fixed amounts to *instructional leadership* and *ability to meet academic needs of students* positions. These fixed amounts are then added to the salary increase determined by the individual salary share to determine the overall compensation increase. This formula is demonstrated in the following example:

<u>Factors</u>	<u>Assigned Weight</u>
Highly Effective:	80%
Effective:	53%
Experience	
Additional Experience:	15%
Education:	5%

<u>Positions Available</u>	<u>Allocation</u>
Instructional Leadership	
Master Teacher	\$600
Academic Needs of Students	
Hard-to-Staff Subject	\$600

Total Teacher Compensation Increase = (salary increase share) + (fixed amount allocations)

Base Salary Increases vs. Overall Salary Increases

The structure of salary increases or increments in the IDOE model includes the partial base salary increase approach. In this method, overall compensation and base rate compensation are displayed. The framework utilized in the IDOE model includes salary increases earned through the experience factor in increases in base rate compensation. Salary increases earned through the effectiveness factor, as well as through fixed amount allocations, are included in the overall compensation.

Deficit Financing

The IDOE model does not accommodate deficit financing. The decisions and conversations necessary to determine operations with a reduced budget, and how those decisions interface with employee compensation are beyond the scope of this model.

III. State Model Instructions

Instructions for the IDOE Salary Schedule Model Program

The IDOE Salary Schedule Model Program is an example of how a salary program could be structured to satisfy the statutory requirements. It could be implemented in a school corporation without modification, modified to fit a school corporation's needs, or simply used as a starting point in a corporation's process of creating an innovative salary schedule program.

As described earlier, a number of factors must be determined at the local level. This model does not attempt to make all salary increase decisions but rather provides a methodology for determining salary increases based on the statutorily permissible factors.

To operate this model in its simplest form, a school corporation could adhere to the following steps to generate compensation increases and increments (per the approach previously described).

Timing of Use

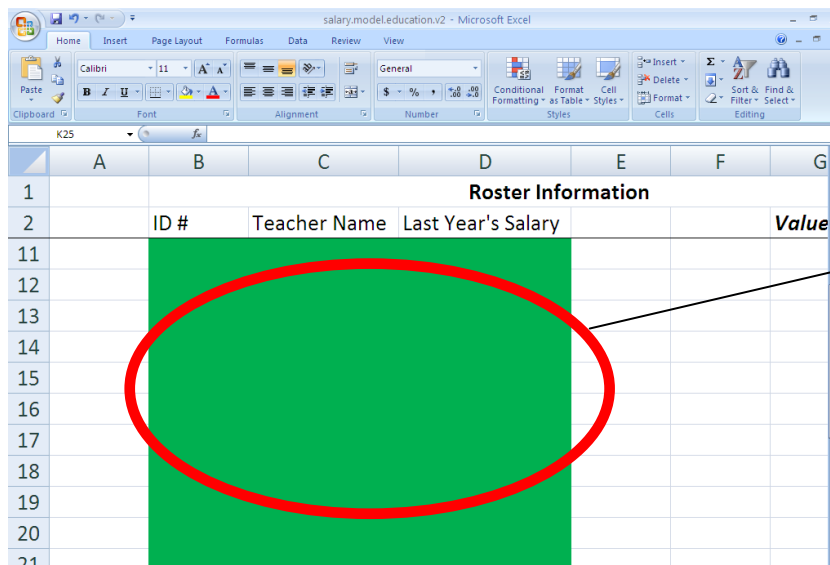
The model is not built to answer all questions pertaining to when data is to be collected or entered. For clarity, the model includes a "Planning Year" and a "Budget Year." The planning year is the school year in which data is collected. The budget year is the school year for which the model is calculating compensation increases. For example,

	Planning Year	Budget Year
	School Year 2012/2013	School Year 2013/2014
Data Involved	<ul style="list-style-type: none"> Existing Roster Roster of teachers who <i>will not</i> be teaching in the budget year Roster of teachers who will teach in the budget year but did not teach in the planning year Evaluation results for teachers' performance during the planning year Assign positions in which teachers will serve during the budget year 	<ul style="list-style-type: none"> Compensation increases to be paid during the budget year are calculated by the model Positions assigned during the planning year are served during the budget year

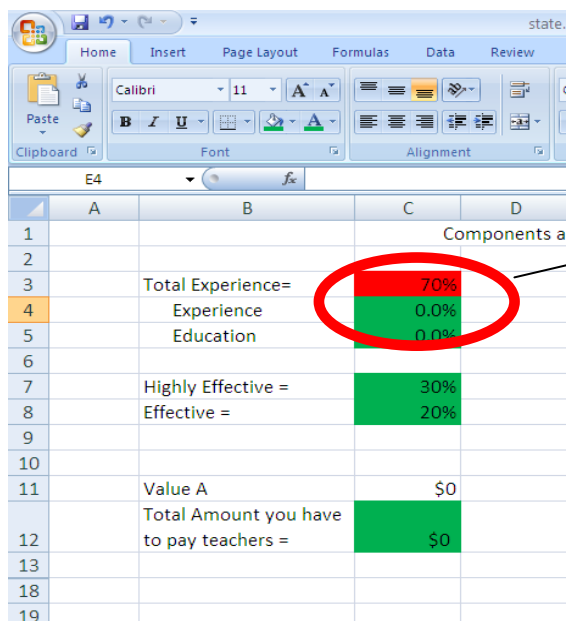
Step ONE: Download the Microsoft Excel document containing the state's model

The state model is color-coded to guide the process of entering data. For basic usage, cells with green fill are the only cells where input from the school corporation is necessary.

Note: Cells with green fill and black text are easily readable when displayed on a computer monitor. However, for purposes of projecting data through a projector onto a screen or whiteboard, this color combination is not easily readable. Using this model in a group setting via a projector and screen could necessitate altering color schemes to best fit the display.




Additionally, the state model has color coding to indicate incorrect data entry. If a school corporation enters into a green cell amounts or values that are either too high, too low, or incomplete, the cell will turn red:



Step TWO: Gather Corporation Information

The following information is necessary to complete the model:

Information	Required for Step #	In Hand?	Notes
State Model Instructions	2 through 7		
Existing Teacher Roster	3		Individuals teaching during the Planning Year
Teachers' <i>Current</i> Salary	3		Salary of teachers for the Planning Year, excluding supplemental or extra-curricular stipends.
New Teacher Roster	4		Individuals who will teach during the Budget Year but did not teach during the Planning Year
Exiting Teacher Roster	5		Individuals who taught during the Planning Year but will not teach during the Budget Year
Instructional Leadership Positions	6		Including the number of available slots for each position and the funding for each position
Academic Needs Positions	7		Including the number of available slots for each position and the funding for each position
Budget	8		The amount available for teacher salaries for the budget year, including all positions.
Weighting Decisions	9		Weight given to compensation factors
Teacher Evaluation Results for each Teacher	10		Evaluation results for teachers' performance over the course of the planning year
Educational Attainment for each Teacher	10		Educational attainments earned prior to the budget year
Amounts for Positions	10		Dollar amount to be allocated to teachers holding positions over the course of the budget year

Step THREE: Input Existing Teachers' Information

1. The first sheet available in the Microsoft Excel document is titled "Existing Roster."
2. Input teacher information into the appropriate cells.
Remember – data is only to be inputted into green cells.

The screenshot shows the 'Existing Roster' worksheet in Microsoft Excel. The worksheet has columns A, B, C, and D. Row 1 is labeled 'Roster Inf'. Row 2 has headers 'ID #', 'Teacher Name', and 'Planning Year Salary'. Rows 3 through 15 are highlighted in green, indicating where data should be entered. A red circle highlights the green area. A pink rectangle highlights a cell in row 8, column D. A blue oval highlights the worksheet tabs at the bottom, which include 'Existing Roster', 'New Teacher Roster', 'Exiting Teacher Roster', 'Positions', and 'Budget'. Two callout boxes provide additional information: one points to the green area with the text 'Input data here', and another points to the 'Existing Roster' tab with the text 'Names of available sheets: the selected sheet is currently "Existing Roster."'.

Step FOUR: Input New Teachers' Information

1. Advance to the "New Teacher Roster" sheet.
2. Input teacher information into the appropriate cells.

The screenshot shows the Microsoft Excel interface with the 'New Teacher Roster' sheet selected. The sheet contains the following data:

Roster Info			
	ID #	Teacher Name	Budget Year Salary
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

A large green area is highlighted for data entry, with a red circle around it. A red box points to the green area with the text "Input data here". A blue box points to the sheet tab "New Teacher Roster" with the text "Names of available sheets: the selected sheet is currently 'New Teacher Roster'".

Step FIVE: Input Exiting Teachers' Information

1. Advance to the "Exiting Teacher Roster" sheet.
2. Input teacher information into the appropriate cells.

The screenshot shows the Microsoft Excel interface with the 'Exiting Teacher Roster' sheet selected. The sheet contains a table with the following headers:

	A	B	C	D
1				Roster Info
2		ID #	Teacher Name	Planning Year Salary
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

A large green area is highlighted with a red circle, and a red box points to it with the text "Input data here". The sheet tab at the bottom is labeled "Exiting Teacher Roster".

Names of available sheets: the selected sheet is currently "Exiting Teacher Roster"

STEP SIX: Input Instructional Leadership Positions

1. Advance to the "Positions" sheet.
2. Input Instructional Leadership positions, the available number for that position, and the funding per individual position.

Notes:

"Total Funding" is the product of "Number of Positions" and "Funding per Position."

state.model.v2.blank - Microsoft Excel

Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Conditional Formatting

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	A	B	C	D	E
1					Available
2					
3		<u>Instructional Leadership</u>			
4		<i>Position</i>	<i>Number of Positions</i>	<i>Funding per Position</i>	<i>Total Funding</i>
5					\$ -
6					\$ -
7					\$ -
8					\$ -
9					\$ -
10					\$ -
11					\$ -
12					\$ -
13					\$ -
14					\$ -
15					\$ -
16					\$ -

Existing Roster New Teacher Roster Exiting Teacher Roster **Positions** Budget

STEP SEVEN: Input Academic Needs Positions

1. Remain on the "Positions" sheet.
2. Input Academic Needs positions, the available number for that position, and the funding per individual position.

Notes:

"Total Funding" is the product of "Number of Positions" and "Funding per Position."

The screenshot shows the 'Positions' sheet in Microsoft Excel. The sheet has columns for 'Position', 'Number of Positions', 'Funding per Position', and 'Total Funding'. A large green oval highlights the input area for 'Academic Needs' positions. A red box highlights the 'Total Funding' column. A blue oval highlights the sheet tabs at the bottom, with 'Positions' selected. Callouts explain the input area and the sheet tabs.

1	Positions				
2					
3		Academic Needs			Value C=
4		Position	Number of Positions	Funding per Position	Total Funding
5					\$ -
6					\$ -
7					\$ -
8					\$ -
9					\$ -
10					\$ -
11					\$ -
12					\$ -
13					\$ -
14					\$ -
15					\$ -
16					\$ -

Existing Roster / New Teacher Roster / Existing Teacher Roster / **Positions** / Budget

STEP EIGHT: Input Budget Information

1. Advance to the "Budget" sheet.
2. Input amount available for compensation for the budget year.

Notes:

Amount available for compensation for the budget year is determined locally and is eligible for the bargaining process.

Values determined from information previously entered.

	A	B	C
		Amount necessary to sustain existing roster=	\$ -
		Amount necessary to pay new teachers=	\$ -
5		Amount exiting with retired teachers=	\$ -
6		Amount necessary to pay "position" salaries=	\$ -
7		Total Amount needed for current base and position salaries=	\$ -
8		Budget available for compensation for budget year=	
9			
10		Dollars available for compensation increases for effective and highly effective teachers for budget year=	\$ -
11			

Input data here

Names of available sheets: the selected sheet is currently "Budget."

Ready

STEP NINE: Input Weighting for Factors

1. Advance to the "Values" sheet.
2. Input weight value for "Highly Effective."

Notes:

Value for "Total Experience" is the auto-calculated sum of Education and Experience, and will turn red if it exceeds the statutorily permissible 33%.

For demonstration purposes and to ensure the model follows legal requirements, the model is set to auto-calculate the weighted values for all factors other than "Highly Effective." Corporations may choose to modify this approach through the local decision making process. This area is subject to collective bargaining.

	A	B	C
1			C
2			
3		Total Experience=	25%
4		Experience	18.8%
5		Education	6.3%
6			
7		Highly Effective =	75%
8		Effective =	50.0%
9			
10			
11			
16			
17			
18			
19			

Values computed as a percentage of "Highly Effective"

Input data here

Names of available sheets: the selected sheet is currently "Values."

STEP TEN: Input Evaluation Results, Educational Information, and Position Information

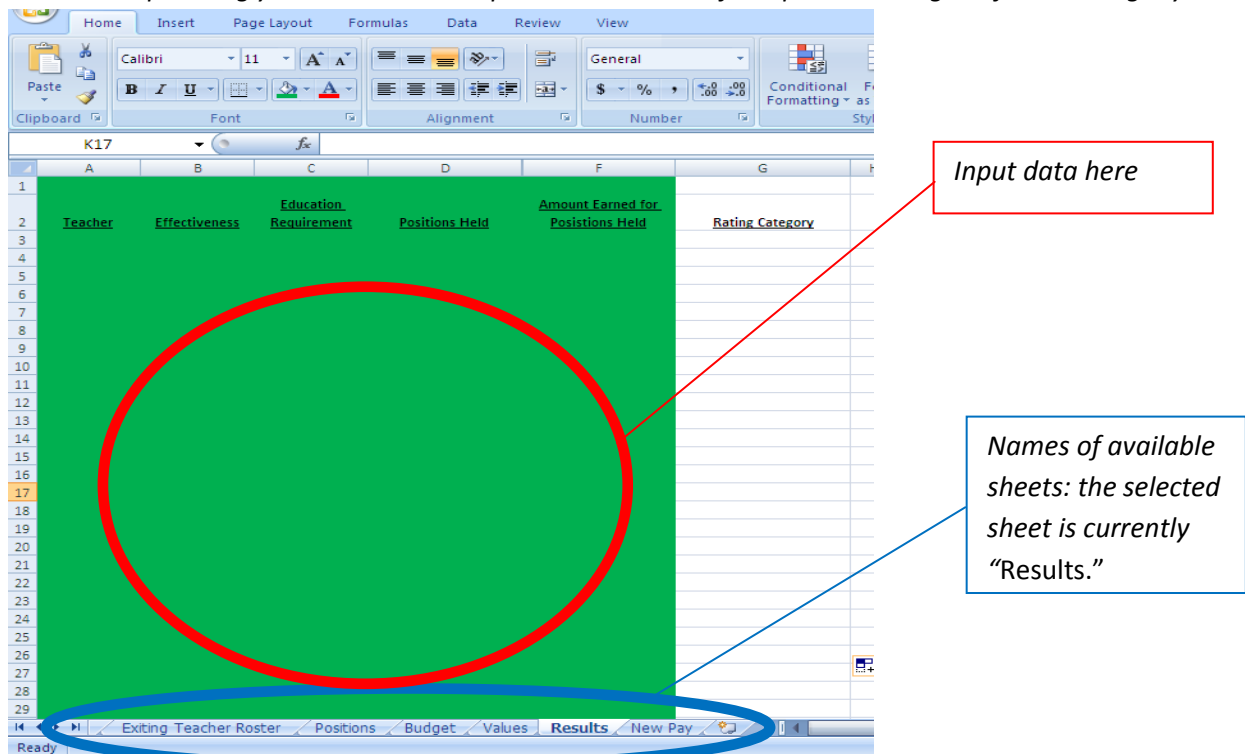
1. Advance to “Results” sheet
2. For each teacher, the following information must be entered:
 - a. Effectiveness Rating Category
 - i. 4 = Highly Effective
 - ii. 3 = Effective
 - iii. 2 = Improvement Necessary
 - iv. 1 = Ineffective
 - b. Educational Requirement
 - c. Amount Earned for Positions Held

Notes:

“Teacher” information on this sheet needs to be collected from previous sheets to include only those teachers who will be teaching during the budget year.

“Rating Categories” are automatically populated based on value entered for “Effectiveness.” Columns “H,” “I,” and “J” are guidance to ensure all positions defined on “Positions” sheet are included. This area will indicate if not all positions are assigned, or if too many positions are assigned.

The model will indicate if a teacher rated as ineffective or improvement necessary during the planning year receives a compensation increase for a position assigned for the budget year.

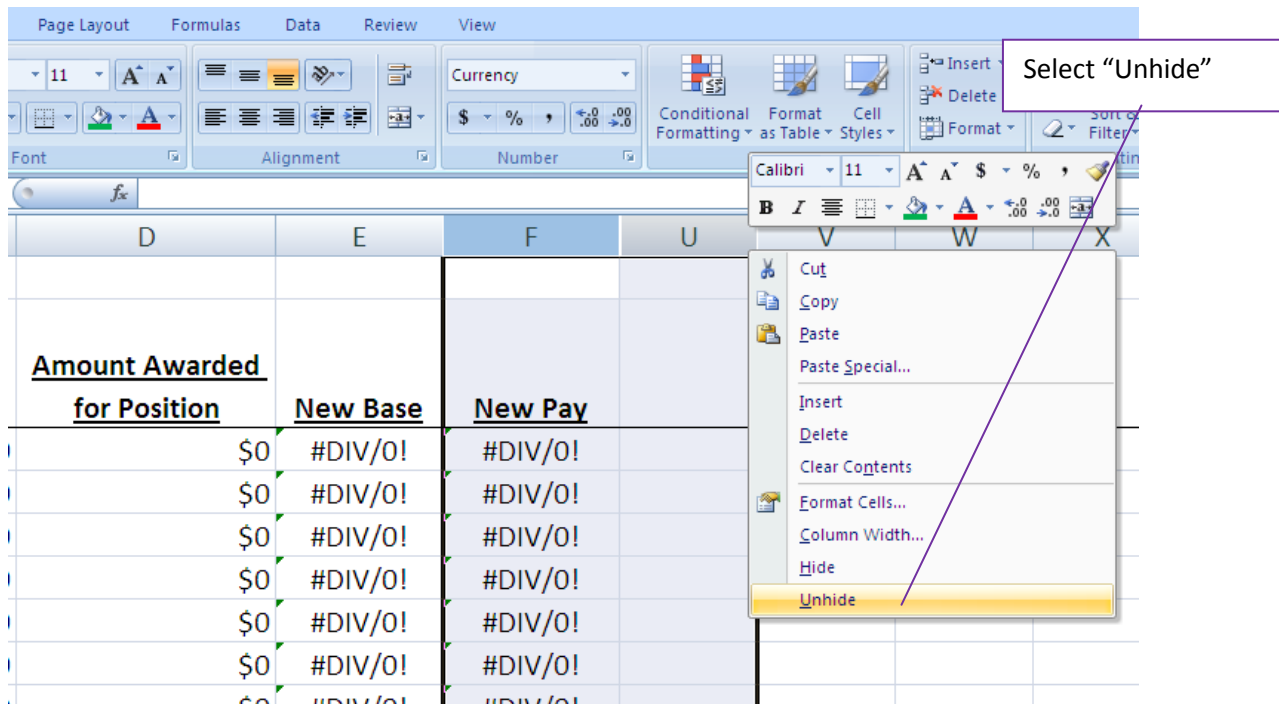


IV. Modifying the State Model

Instructions for Modifying the IDOE Salary Schedule Model Program

The IDOE model is built to be customized to meet local needs. Additionally, the model can serve as an example of one approach to developing a methodology for incorporating the statutorily permissible compensation factors. Local needs and/or different methodologies may extend beyond the flexibility of this model and thus require the creation of new instruments. The following basic instructions are supplemented with more targeted guidance found on the IDOE website.

Hidden Cells: To increase usability, the IDOE model contains several formulas and values in cells that are hidden from the original view. To unhide these cells, highlight column headers, right click, and select “unhide,” as demonstrated:



Notice the column headers in the example jump from “F” to “U.” This is the indicator that hidden cells are present.

Modification Number 1 – Customize Values

The model is set to predetermine weights assigned to “Experience” and “Effective” based on the weight assigned to “Highly Effective.” To either change the predetermining factors or manually input weights for all factors, simply click on the cells for which the change in value is desired and input the desired value.

Modification Number 2 – Remove “Education” or “Experience”

The model defines “Experience” as both “Experience” and “Education.” Both factors are not required. If a corporation wishes to define “Experience” as only one of the aforementioned factors, simply click the cell of the undesired factor (in this case, “Education”) and enter a value of zero.

Modification Number 3 – Removing Fixed Positions

The model embraces a hybrid approach for combining weights assigned to “Experience” and “Effectiveness” and static values to “Positions.” The model can accommodate an approach that weights all included factors (as opposed to including some static values). To accomplish this, a corporation must first delete the “Positions” sheet and then remove formulas from cells that display “#REF!”. Next, the corporation must replicate the approach to determining weights in the “Values” sheet. Finally, the corporation must add columns in the “New Pay” sheet to include a calculation identical to that currently used to determine “Effectiveness” index and “Effectiveness” ratio and “Effectiveness” increase, which can be accomplished by copying and pasting those formulas, and changing the cell references from cells for the effectiveness weight and effectiveness status to cells for the weights and statuses of the included positions.

Modification Number 4 – Changing Amount included in Base Increases vs. Pay Increases

The model utilizes the partial base salary increase methodology. The model can embrace either a complete base salary increase or a complete annual stipend increase. To make changes to the model’s approach of determining base increases versus overall pay increases, a corporation simply needs to reallocate dollars from the “New Base” column in the “New Pay” sheet to the “New Pay” column in the “New Pay” sheet. Amounts and directions of reallocations are to be determined by the goals of the corporation in terms of creating a complete or partial increase system.

V. Statutory Language

Note: Strikethrough: Provision has been eliminated from Indiana law.

Non-bold: Current law

Bold: New law.

Compensation: Senate Enrolled Act 1; Public Law 90-2011; I.C. 20-28-9-1

Sec. 1. (a) A teacher's minimum salary each school year must be computed based on the teacher's education, experience, and degree completed as of the teacher's first day of service.

(b) If a teacher is licensed by the department on:

(1) the first day of service in the current school year; or

(2) another date as agreed by the school employer and the exclusive representative under IC 20-29;

the teacher's minimum salary is computed under section 2 of this chapter. **This subsection takes effect July 1, 2012, or upon the expiration of a contract in existence on July 1, 2011, whichever is earlier, and governs salary increases for a teacher employed by a school corporation on or after the date this subsection takes effect. Compensation attributable to additional degrees or graduate credits earned before the effective date of the local salary schedule created under this chapter shall continue.**

(b) Increases or increments in a local salary scale must be based upon a combination of the following factors:

(1) A combination of the following factors taken together may account for not more than thirty-three percent (33%) of the calculation used to determine a teacher's increase or increment:

(A) The number of years of a teacher's experience.

(B) The attainment of either:

(i) additional content area degrees beyond the requirements for employment; or

(ii) additional content area degrees and credit hours beyond the requirements for employment, if required under an agreement bargained under IC 20-29.

(2) The results of an evaluation conducted under IC 20-28-11.5.

(3) The assignment of instructional leadership roles, including the responsibility for conducting evaluations under IC 20-28-11.5.

(4) The academic needs of students in the school corporation.

(c) A teacher rated ineffective or improvement necessary under IC 20-28-11.5 may not receive any raise or increment for the following year if the teacher's employment contract is continued. The amount that would otherwise have been allocated for the salary increase of teachers rated ineffective or improvement necessary shall be allocated for compensation of all teachers rated effective and highly effective based on the criteria in subsection (b).

(d) A teacher who does not receive a raise or increment under subsection (c) may file a request with the superintendent or superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

(e) Not later than January 31, 2012, the department shall publish a model salary schedule that a school corporation may adopt.

(f) Each school corporation shall submit its local salary schedule to the department. The department shall publish the local salary schedules on the department's Internet web site.

(g) The department shall report any noncompliance of this section to the state board.

(h) The state board shall take appropriate action to ensure compliance with this section.

(i) This chapter may not be construed to require or allow a school corporation to decrease the salary of any teacher below the salary the teacher was earning on or before July 1, 2012, if that decrease would be made solely to conform to the new salary scale.

Staff Performance Evaluation: Senate Enrolled Act 1; Public Law 90-2011; I.C. 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

Sec. 3. As used in this chapter, "school corporation" includes:

- (1) a school corporation;
- (2) a school created by an interlocal agreement under IC 36-1-7;
- (3) a special education cooperative under IC 20-35-5; and
- (4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school and a virtual charter school.

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation.

The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

Sec. 8. (a) To implement this chapter, the state board shall do the following:

(1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:

(A) the criteria that define each of the four categories of teacher ratings under section 4(b)(3) of this chapter;

(B) the measures to be used to determine student academic achievement and growth under section 4(b)(2) of this chapter;

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the model plan without the state board's approval. A school corporation may modify the model plan or develop the school corporation's own plan, if the modified or developed plan meets the criteria established under this chapter. If a school corporation modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

(c) This subsection applies to a school corporation that has not adopted a staff performance evaluation plan that complies with this chapter before July 1, 2011. Before submitting a staff performance evaluation plan to the department under subsection (b), the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the teachers voting vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department under subsection (b).

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may not include the names or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

- (1) the aggregate of certificated employees of each school and school corporation; and
- (2) the aggregate of graduates of each teacher preparation program in Indiana.

Increments at Contract Settlement:

Senate Enrolled Act 575; Public Law 48-2011; I.C. 20-29-6-16

Sec. 16. (a) If an agreement has not been reached on the items to be bargained collectively **by November 1, as provided in IC 6-1.1-17-5,** ~~fourteen (14) days before the submission date of a budget by a school employer,~~ the parties shall continue the status quo, and the school employer may issue tentative individual contracts and prepare its budget on that basis. During this status quo period, in order to allow the successful resolution of the dispute, the school employer may not unilaterally change the terms or conditions of employment that are issues in dispute.

(b) During the bargaining process, the school employer shall continue under the terms of the current contract that is in effect, with no increase or increment in salary, wages, or benefits for any bargaining unit employee until a new contract is executed, unless continuation of the status quo would put the school employer in a position of deficit financing due to a reduction in the employer's actual general fund revenue or an increase in an employer's expenditures when the expenditures exceed the current year actual general fund revenue.

(c) The only parts of the contract that must continue in status quo under this section are the items contained in the contract and listed in section 4 of this chapter.

~~(b)~~ (d) This section may not be construed as relieving the school employer or the school employee organization from the duty to bargain collectively until a mutual agreement has been reached and a contract entered as called for in this chapter.

Credits and Degrees in Progress: House Enrolled Act 1001; P.L. 229-2011; I.C. 20-28-9-1

Sec. 1. (a) This subsection takes effect July 1, 2012, or upon the expiration of a contract in existence on July 1, 2011, whichever is earlier, and governs salary increases for a teacher employed by a school corporation on or after the date this subsection takes effect. Compensation attributable to additional degrees or graduate credits earned before the effective date of the local salary schedule created under this chapter shall continue. **Compensation attributable to additional degrees for which a teacher has started course work before July 1, 2011, and completed course work before September 2, 2014, shall also continue.**